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ABSTRACT

This technical report presents concrete ways of meeting recommended practice by providing an overview of principles and practices in the area of second language acquisition. It discusses some of the major theories in the area of second language acquisition, as well as the developmental process of first and second language acquisition in the preschool child. This report also considers how the acquisition of a second language can be influenced by multiple variables, especially the presence of a disability. The final section provides strategies for communication support for second language learners with or without disabilities in the preschool classroom when instruction in the native language is not available. It includes extensive references, an annotated bibliography, and a list of available resources from the CLAS Web site. (Author/SG)

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Technical Report #5

Preschool Second Language Acquisition: What We Know and How We Can Effectively Communicate with Young Second Language Learners

Janet Quiñones-Eatman

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Early Childhood Research Institute on
Culturally and Linguistically Appropriate Services
University of Illinois at Urbana-Champaign
61 Children's Research Center
51 Gerty Drive
Champaign, Illinois 61820-7498

voice/tty 1.800/583.4135
web site http://clas.uiuc.edu/

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Janet Quiñones-Eatman

University of Illinois at Urbana-Champaign

Culturally & Linguistically Appropriate Services Early Childhood Research Institute

61 Children's Research Center • 51 Gerty Drive • Champaign, IL 61820

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This technical report presents concrete ways of meeting recommended practice by providing an overview of principles and practices in the area of second language acquisition. It discusses some of the major theories in the area of second language acquisition, as well as the developmental process of first and second language acquisition in the preschool child. This report also considers how the acquisition of a second language can be influenced by multiple variables, especially the presence of a disability. The final section provides strategies for communication support for second language learners with or without disabilities in the preschool classroom when instruction in the native language is not available.

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Introduction

In a recent meeting of educators and linguists interested in the assessment of the young bilingual child, a frustrated participant asked, "If the parents of these non-English-speaking children know that the children are going to have to function in English once they reach elementary school, why don't the parents take care of this 'problem' in preschool or before the child reaches kindergarten?" Comments that set up a child's potential bilingualism as a 'problem' are sweeping across this country with alarming force, particularly in the area of bilingual education. The tide of "English only" movements is washing away the rights of many bilingual children and families not only to learn in their stronger language but also to preserve their cultural and linguistic identities. The passage of the *English for the Children Act* (Proposition 227) in 1998, which mandates the end of bilingual education in California, has some early childhood educators apprehensively awaiting similar restrictions in their use of the native language in bilingual preschool programs. The same anti-bilingual fervor can trickle down to preschool programs if early childhood educators do not become informed with the facts and the research that advocates native language maintenance and support in the early school years. Will these early education programs that do not actively seek to develop and maintain children's native languages be the easy roads to English only for this country? Unfortunately, the myths and limited understanding in the area of bilingualism and bilingual education will most severely affect this nation's youngest learners.

As the population estimates for non-English-speaking groups continue to increase, service providers are desperately seeking methods to serve this growing population. Kagan and Garcia (1991) estimate there will be 5.2 million preschoolers from other than English-speaking homes in the United States by the year 2000. In 1994, a bilingual/multicultural survey sponsored by the Administration for Children, Youth, and Families found that 91% of the responding Head Start programs reported an increase in at least one cultural or linguistic group in the last five years (Tabors, 1997). The most frequently cited language group was Spanish. Some programs reported as many as ten different home languages in their programs (Tabors, 1997).

Non-English-speaking preschoolers are multifaceted individuals who need knowledgeable and sensitive teachers to usher them into the new culture and language of the school while at the same time valuing and encouraging the development of their cultural and linguistic identities.

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development of their cultural and linguistic identities (Freeman & Freeman, 1994). Research shows that a child from a non-English-speaking home will perform best academically under a system that teaches him in his native language (Cohen, 1975; Krashen, 1992; Ramirez, Yuen & Ramey, 1991; Troike, 1978). Unfortunately, the shortage in bilingual/bicultural personnel, coupled with strong anti-bilingual attitudes in the U.S., limit the quantity of effective bilingual programs in this country. Bilingual special education programs are also gravely reduced. This academic disadvantage often places children acquiring the English language in an unfamiliar cultural and linguistic environment with unreasonable expectations to function in the new language and culture of the school.

Major Theories in the Area of Second Language Acquisition

Some Basic Understandings

Bilingualism is a dynamic continuum of proficiency over multiple linguistic aspects of two or more languages. It is variable in response to the learner and the sociocultural aspects of the environment. If the term "bilingual" is used, it is assumed that it is referring to the person's ability to speak the language. If, on the other hand, proficiency in reading and/or writing a second language is present, then it is most likely assumed the person is biliterate. It is possible to be bilingual but not be biliterate and vice versa. For our young learner, he is embarking on a mission to acquire the ability to speak English and not yet read it or write it. However, it is in these early stages of language development that the foundation for future literacy is laid (Garcia, 1998).

This paper will in part address the language learning process of the preschool child who is acquiring a second language after the important foundations of a first language have been acquired.

This paper will in part address the language learning process of the preschool child who is acquiring a second language after the important foundations of a first language have been acquired. This is referred to as *coordinate* bilingualism and is generally accepted to be after age 3. Other terms used to refer to this period are *successive or sequential acquisition* of the second language

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(McLaughlin, 1984). *Compound bilingualism*, on the other hand, refers to the acquisition of more than one language at the same time before the age of three (see Pham, 1994).

The literature refers to children acquiring a second language in addition to their first language by multiple labels. The least preferred term (that was used early in the field) was *Limited English Proficient (LEP)*. The label emphasized what the child did not know and did not emphasize the positive aspects of the unique process she was embarking upon. More recently the term that is used in the literature is *Potentially English Proficient (PEP)*. Preschool children who enter an environment where a second language is spoken have the potential not only to acquire the English language but to be bilingual individuals as well. If the home language is valued and incorporated into the curriculum, children will be inclined to continue the development of their native language. The home and community are also influential in fostering bilingualism in young children. However, for some children, the preschool setting is where the message is transmitted that knowledge of another language is not valued or needed and loss of the native language begins.

Language mixing or "code switching" is also an event that takes place in young as well as older bilinguals. At times, the speaker alternates the use of the two languages at the word, phrase, and sentence level. There is also a complete break between languages in phonology (Valdes-Fallis, 1978 cited in Kayser, 1998). The language may seem an unorganized hodgepodge of constructions and vocabulary items of both languages in one sentence. However, the research is showing that speakers code switch for a variety of reasons such as for quotation, repetition, emphasis, topic shift, etc. (Kayser, 1998). There are communities where code switching is an acceptable use of language. Spanish expressions in English and English expressions in Spanish are common in many Mexican-American communities, especially in the southwest (California Dept. of Education, 1998).

For some children, the preschool setting is where the message is transmitted that knowledge of another language is not valued or needed and loss of the native language begins.

Researchers advocate for continued development of the first language in order to gain cognitive and educational advantages from being bilingual (Ben-Zeev, 1977; Cummins, 1979; De Avila & Duncan, 1979; Lambert, 1977; Ramirez, et. al., 1991). Ben-Zeev (1977) showed that highly bilingual children possessed syntactic rules with special flexibility. He concluded that bilinguals "have greater skill in auditory reorganization of verbal material, a more flexible manipulation of the

Bilinguals "have greater skill in auditory reorganization of verbal material, a more flexible manipulation of the linguistic code, and a more advanced performance on tests of concrete operational thinking."

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linguistic code, and a more advanced performance on tests of concrete operational thinking" (p. 10091). The bilingual child is more than ordinarily aware that language learning is hypothesis testing. The bilingual child will readily switch to "alternative interpretations or…search for new interpretations" (p. 10091). The cognitive challenge of having to function under two linguistic codes has been shown to give bilinguals special metalinguistic and cognitive skills as compared to their monolingual counterparts (see Cummins, 1979; Hakuta, 1986; McLaughlin, 1984, for a review of the literature).

Unfortunately, due to lack of funding and support for full bilingual preschool programs (and elementary school programs), the PEP child is in an environment that decreases his/her chances of the long-term academic and social advantages of being bilingual. The child has an immediate task at hand, which is to learn the language of the classroom. As the intricacies of language learning are uncovered, theoretical models continue to emerge and expand.

Popular Theories of Second Language Acquisition

Theorists have sought to propose a theory of second language acquisition: that encompasses the myriad of factors that interplay in the process. Due to the complexity of the process, several theories have been proposed over time focusing on multiple aspects of the process. This section will highlight some of the most popular principles and theories of second language acquisition.

Krashen (1981) proposes a five-part model of second language acquisition: (1) the acquisition learning hypothesis, (2) the natural order hypothesis, (3) the monitor hypothesis, (4) the input hypothesis, and (5) the affective filter hypothesis. A brief description of these theories follows.

The *Acquisition Learning Hypothesis* states that there are two ways of developing proficiency in a second language. Krashen believes that children and adults *"acquire"* the ability to use the second language without being consciously aware of how the sentences are generated in the language. The person is not able to talk about the grammatical rules or structures generated to communicate in the other language. In other words, the second language is "picked up" not unlike the way a child acquires the first language. Language "learning" on the other hand, is different from the latter process. The individual is consciously aware of the formal structures of the language. The language is usually learned in a formal instructional setting. Krashen encourages teachers to design classrooms and lessons that create opportunities for "natural acquisition" of a language.

The *Natural Order Hypothesis* states that in general students acquire grammatical structures in a *predictable* order. In general, for example, we know that children will acquire the plural marker "s" before they acquire the third person "s" as in *He walks*. Usually, in the area of phonology, children acquire bilabial

phonemes such as "m" and "p" before "z". Therefore, we find that younger children produce these earlier sounds clearer than later developing sounds. There is limited information, however, on what structures are acquired first or later in second language learners for specific languages. There is also a high degree of variability in this process. The best way to ensure that acquisition occurs is to present input that *includes* structures that are acquired earlier as well as those that are acquired later embedded within a meaningful context. For example, using workbooks would not be as meaningful and functional as presenting new linguistic structures in a setting where students are engaged in conversation. Language exposure in a setting where the young learner is acquiring the second language should not employ a grammatical syllabus, and therefore, should not focus on presenting language structures in a rigid order.

The *Monitor Hypothesis* explains how speakers are able to consciously control the accuracy of their output. Speakers use their "monitor" to change output before and sometimes after they speak. In order to use the "monitor" effectively, three conditions need to be met. According to Krashen, even if these three conditions are in place, they are inadequate in helping the speaker achieve fluency. These three conditions are:

a) *Time*: The user must have enough time to apply knowledge about the rules of the language to speech and writing. Normal conversation does not provide enough time to use the monitor.

b) *Focus on form*: The user must focus attention on the accuracy of the grammatical forms of the language at the expense of meaning.

c) *Know the rule*: The speaker must have access to information about the multiplicity of rules for the given language. Given the limited amount of information available on the specific rules of the world's major languages, this condition is difficult to meet.

These three conditions are impractical in real circumstances. Conscious monitoring of what we want to say and how we want to say it is limited in the relatively quick exchange needed in a communication event. As Freeman and Freeman (1994) state, "The monitor can operate when we have time, when we focus on form, and when we know the rules" (p. 89).

The *Input Hypothesis* is a critical component to Krashen's theories. It postulates that we gradually acquire a new language by receiving comprehensible oral or written messages. Comprehensible input is composed of "i +1", "i" being our current level of competence and "+ 1" being input just beyond the present level of comprehension. This type of input challenges the child to move to higher levels of comprehension in the second language, thus positively increasing his or her competence in the second language. The individual uses the context, extra-linguistic information, and his or her knowledge of the world to decode the message just beyond the current level of functioning.

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In the *Affective Filter Hypothesis*, Krashen addresses the effects of the learner's personality, motivation, self-confidence, and anxiety on the acquisition of a second language. These "affective factors" make up the "affective filter." Before the input in the second language reaches the learner, the message must pass through this filter. For example, if the learner is highly anxious about learning and performing in the other language, he is most likely not to acquire it as efficiently as someone who is not as anxious. The type of motivation also is instrumental in the permeability of the filter. If learning the second language is necessary for survival, the permeability of the filter is increased. By creating a supportive atmosphere and supplying interesting and comprehensible materials, the teacher can significantly alter the permeability of the affective filter (Horwitz, 1986).

Another major researcher to contribute significantly to the study of second language acquisition is Cummins. He proposes three principles related to second language acquisition: (1) the Conversational/Academic Language Proficiency principle, (2) the Linguistic Interdependence principle, and (3) the Additive Bilingual Enrichment principle.

In the *Conversational/Academic Language Proficiency Principle*, Cummins (1980) proposes a two-dimensional model of proficiency in a second language. Basic Interpersonal Communication Skills (BICS), where the child is able to communicate in simple everyday language, are acquired first. A relatively short period of time is required for conversational proficiency in the second language to develop. This period has been estimated to be approximately two years if the child is in an environment where the second language is being spoken consistently. A longer period of time follows where higher order cognitive skills, called Cognitive-Academic Language Proficiency Skills (CALPS), in the second language are developed. This type of language proficiency is needed to function in decontextualized, academic settings. Researchers estimate CALPS is attained in 5-7 years and still others report it may take up to 10 years. Unfortunately, some educators believe that if a child is speaking the second language that he is ready to learn in that language. This only shows that the child has achieved BICS, but it may be too soon to process the second language for more context-reduced, cognitively demanding linguistic tasks. Unfortunately, elementary schools that do have formalized programs in place provide special language assistance programs for only 2 to 3 years — not enough time for the non-English proficient child to master higher order academic tasks in a foreign language. Cummins' later work (1984) outlined the range of contextual support and the degree of cognitive involvement required of the student to further clarify the demands placed on the PEP student in academic tasks presented in the nonnative language.

The *Linguistic Interdependence Hypothesis* proposes a common underlying proficiency (CUP) model in which, "the literacy-related aspects of a bilingual's proficiency in the first language (L1) and the second language (L2) are seen

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as common or interdependent across languages" (Cummins, 1981, p. 24). This model challenges the notion that teaching nonnative speakers in their native language will delay the growth of the second language. There is an underlying proficiency that is developed common to both languages, thus contributing to the growth of the second language. The model was developed explicitly in relation to the development of bilingual academic skills. What are some of these proficiencies that are transferable across languages? In reading, inferring and predicting meanings based on text are basic skills. In writing, planning and organizing large sets of information are needed. If these skills are encouraged to develop in the language the child is stronger in, a major influence on the level of proficiencies eventually obtained in the second language will have been made. Despite the favorable results of research showing the positive effects of maintaining the non-native language in the early years as long as possible, educators push for fast extinction of the first language and fast acquisition of the second language.

The *Additive Bilingual Enrichment Principle* was developed to try to describe under what conditions cognitive benefits could be obtained from being bilingual. Cognitive benefits can only occur according to Cummins (1981) when "additive bilingualism" occurs. This occurs when the second language is added on after the child has reached higher levels of proficiency in the native language. If the child is in an environment where the first language is respected, valued, and encouraged, then it continues to develop. In this type of setting, the child is simply adding another language.

However, educators should be aware that young children live in linguistically variable situations where additive bilingualism cannot occur. Other environments may not be able to maintain the strength of the native language due to the strong influence of an English language environment. For example, the neighborhood may be undergoing gentrification, school programs may not have supports in place for use of native language skills, there may be decreased migration to the area, and families may gradually shift from using the native language to using English. All these factors contribute to the loss of the first language. These and many other factors can contribute to "subtractive bilingualism" where the second language gradually replaces the first. The need to communicate only in the native language is not present. Despite the "success" for these children of having learned English, greater losses in family connectedness and eventually sense of identity are the result (Wong-Fillmore, 1991).

> "When a child is introduced to a second language prior to the full development of his/her native language, the development of his/her native language may be *arrested* or regress while the child attends to the development of L2."

A similar linguistic phenomenon related to "subtractive bilingualism" is "arrested language development." Schiff-Myers

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(1992) states, "When a child is introduced to a second language prior to the full development of his/her native language, the development of his/her native language may be *arrested* or regress while the child attends to the development of L2" (p. 29). Individuals characterized by "semilingualism," that is limited proficiency in both languages, have only reached the lower threshold of bilingual proficiency (see Cummins, 1979 for a discussion of language threshholds). The research is showing that this limitation in two languages is a temporary condition that is to be expected of children in the early stages of exposure to a second language. Unfortunately, for children that are enrolled in settings without rich linguistic input, this "semilingualism" can exist for longer periods of time, eventually affecting their academic and communicative performance. Testing children in this period of "semilingualism" poses a danger if professionals are not familiar with this phenomenon. These students may obtain low language scores in both languages and for a time will appear to be similar to language disordered children and be misdiagnosed. Interestingly, the combined lexicon of the early bilingual equals the total lexicon of the monolingual child. For the bilingual child, her lexicon is just spread across two languages (McLaughlin, 1995).

Testing children in this period of "semilingualism" poses a danger if professionals are not familiar with this phenomenon.

The acquisition of a second language parallels very closely the acquisition of a first.

Teachers working with children who are PEP have found that knowledge of the multiple dimensions to a second language is best applied when knowledge of how the language actually emerges is known. The next section will discuss the process of the emergence of a first language and consequently a second language.

Developmental Process of Acquisition of a First and Second Language

The acquisition of a second language parallels very closely the acquisition of a first. Universally, language is a powerful tool that is unique to humans. We have the ability to acquire multiple languages at varying levels of proficiency. Language is a rule-governed system for relating expression and it efficiently fulfills the purposes its speakers put to it (Lindfors, 1987). Researchers are increasingly focusing their study on the rules of this "rule-governed system" to include the functional aspects of language (Owens, 1991) — that is, how the language is effectively used in natural communicative contexts.

Multiple components of language work intricately together to enable the speakers of that language to communicate. A language is comprised of *semantic, lexical, syntactic, phonological*, and *pragmatic* components. *Semantics* refer to the system of meanings that a community ascribes to categories, labels,

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and relationships that give meaning to their world. The *lexical* component of a language refers to the vocabulary or words that make up the language. Lexical items can change over time through the addition of new words, changes in existing ones or loss of certain words. *Syntactic* components of a language refer to the syntax or grammar of a language. Syntax governs our word order in oral and written language. The *phonological* component is the sound system of language (consonant and vowel sounds) that is unique to a language. The phonology of a language also includes aspects of intonation and stress that help convey nonverbal meanings (e.g., uncertainty, excitement, etc.). The *pragmatic* component of language governs the appropriate use of language in particular contexts and social situations (Saville-Troike, 1989). This aspect of language is particularly sensitive to differences in cultures. For example, children of a particular cultural group may not engage in conversations with adults as equal conversational partners. This pragmatic rule may not be readily understood as a cultural difference; instead the child may be viewed as impaired in his communication skills when asked to "converse" with an adult during an evaluation. Moreover, the family may be labeled as defective in their communication styles. Early interventionists and preschool educators must be aware of the fact that differences in communication styles and behaviors due to different cultural practices exist (see Iglesias & Quinn, 1997).

A child begins to learn all of the components of language as an integrated unit from birth. The child receives consistent and comprehensible input from more proficient speakers. A child progresses through clear developmental stages as his language expands (Brown, 1973; Lindfors, 1987). In general, the first stage, and one parents may remember most vividly, is the stage where the child moves from a non-verbal stage to a verbal stage. The child begins to use single words at about the age of one; where one word can have varied meanings depending on the situation the child is trying to negotiate (e.g., "Milk!" might mean "I want more milk." or "The milk just spilled!"). A child's language expands within five years to give her the basic building blocks for communication. The language progresses from simple sentence structures to more complex structures. An awareness of the rules of language emerges, which commonly leads to overgeneralization of the rule (e.g., "I see the mens." versus "I see the men."). However, even the road to successful first language acquisition is laden with detours. For example, the presence of a disability can affect the onset, organization and use of the first language and the second language.

Early interventionists and preschool educators must be aware of the fact that differences in communication styles and behaviors due to different cultural practices exist.

Stages of Second Language Acquisition

As a child begins to acquire a second language after the first language has been established, multiple factors

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The greatest myth that pervades schooling and non-English-speaking homes is that all aspects of second language learning for the young child are automatic and "easy."

interrelate to direct the course of the process. Acquiring the second language involves more than acquiring a vocabulary in the new language. While this may predict school success (Saville-Troike, 1984), the speaker must understand how these sentences can be used appropriately in given settings, and in what ways meanings can be conveyed in the new language and culture. This is not an easy task, yet the greatest myth that pervades schooling and non-English-speaking homes is that all aspects of second language learning for the young child are automatic and "easy" (see McLaughlin, 1992 for a discussion on dispelling major myths in the area of bilingualism).

Children who are unable to communicate in the dominant language may require some extra processing time and teacher attention to assist them in the process of learning a second language.

As Garcia (1992), Cheng (1996) and others have found, communicative effectiveness and social appropriateness are more useful indicators of students' abilities to participate in the classroom than their linguistic knowledge of the language spoken in the classroom.

Teachers who are not prepared for children who are PEP in their classrooms are at times overwhelmed with the special adjustments that need to be made to the curriculum and the flow of the day. Children who are unable to communicate in the dominant language may require some extra processing time and teacher attention to assist them in the process of learning a second language. This does not mean that the child is experiencing a learning disability. Providing teachers with information on where a particular child is in the process of acquiring a second language can be helpful in designing appropriate teaching materials and activities.

The literature regarding developmental sequences in the acquisition of a second language for children identifies stages that generally fall within the same categories. Slightly different terminology is used to identify the same stages of second language development. Ventriglia (1982), for example, identifies second language acquisition as occurring *receptively* and then *actively*. Instead of levels, Ventriglia identified 12 "strategies" which the learner uses when learning a second language. The first 3 strategies, *bridging, chunking, and creating*, are classified as cognitive-developmental strategies. The other 9 strategies are classified as social-affective strategies because they are naturally used by language learners during social interactions with peers: listening in/sounding out, following the phrase, socializing strategy, cue me in, peer prompting, copy catting, choosing the way, crossing over, crisscrossing.

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Readers are referred to Ventriglia's (1982) work for a comprehensive discussion of these strategies. The following section will outline the developmental sequence which preschoolers learning a second language experience as identified by Tabors (1997).

The first stage is *Home Language Use*. This occurs when the children use the native language with nonnative speakers. Use of the home language usually occurs in the early stages of second language learning. Some children have been observed to persist for a long period of time in the home language use stage. Interestingly, older children were found to exit this stage faster than younger children (Saville-Troike, 1987 cited in Tabors, 1997). The younger children which Saville-Troike observed were found to engage in *dilingual discourse* for some time where they used their home language with nonnative speakers. The goal was to achieve an immediate desired end, usually during play.

The next period is called the *Nonverbal Period*. At this stage, which is very common among children acquiring a second language, children realize their use of the home language is not productive to meeting their needs. There seems to be an age component to the length of time that children spend in this period. The younger the child, the longer the length of the "silent period." For older children, this period has been found to be shorter. During the nonverbal period, Tabors (1997) stresses that children are still communicating. They use gestures and facial expressions to gain attention, request, protest, and even joke with their peers. However, the social consequence for being nonverbal and using gestures to communicate is to be treated as a younger child (Tabors, 1997).

During this nonverbal period, Tabors (1997) states that students are "gathering data" about the English language through "spectating" (p. 51). This is when the children intensely watch and listen to second language speakers. Placing themselves in situations where they could see and hear the native language "in action" affords them much-needed information. According to Terrell (1981), "the pre-production period (or nonverbal period) is so programmed into the [language] acquisition process that approaches in which it is not allowed actually slow down the acquisition process" (p. 126). Teachers must be sensitive to this period and adjust the verbal demands on the child.

Following the nonverbal period, the children are ready to begin to experiment with the sounds of the new language. This stage, called *Rehearsing*, refers to verbalizations by the second-language learners that do not appear to be communicative but that indicate these children are working on producing English. The rehearsals are usually done quietly to themselves or at other times loud enough for others to hear. Tabors (1997) believes this is where the second language learner is practicing the vocabulary, grammar, and sound system of the new language.

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This experimentation period also extends to inventing words and phrases that contain the phonological and intonational patterns of the new language. It appears to be effective in getting children access to the activities of the preschool classroom. From this stage, the preschooler moves to *telegraphic speech.* This is where they use a few content words as an entire utterance (e.g., "Dog!" for "Look at the dog." Or "My dog."). This helps them show their increasing competence in the new language (e.g., labeling objects around them).

Children acquiring a second language have the advantage of knowing the function and structure of language in general.

During the stage where *formulaic speech* is used, young children use unanalyzed chunks or formulaic phrases in situations in which others have been observed to use them. These formulas often help children to get into play situations and get their ideas across with a minimum of language (e.g., stop, hey, yes, no, hi, bye-bye, excuse me, I don't know, oh yeah?, you wanna play?, hey what's going on here?, so what, no fighting, it's my turn).

One of the clearest advantages of starting to learn a second language at a younger age is the gain in developing native-like pronunciation. The younger child may also be less inhibited and less afraid to make mistakes.

Gradually, the child enters the stage of *Productive Language Use*. This is the period where she can build her own sentences and minimize the repetition of formulaic phrases or names for people and objects. Telegraphic and formulaic speech are building blocks to longer more complex utterances. Errors are common at this stage as children experiment with new semantic and syntactic components of the second language.

Educators should note that children progress through the above stages at different times. Some children may not show evidence of all stages. Children acquiring a second language have the advantage of knowing the function and structure of language in general. This will contribute to more advanced forms of language emerging sometimes without evidence of acquisition of simpler forms.

Factors Affecting Acquisition of A Second Language

The field is increasingly focusing on factors that contribute to or hinder the second language acquisition process. The quality and rate of acquisition of English for English language learners varies due to the influence of *learner* and *environmental variables*. Among the most influential learner variables is age of the learner. One of the clearest advantages of starting to learn a second language at a younger age is the gain in developing native-like pronunciation. The younger child may also be less inhibited and less afraid to make mistakes, contributing to faster gains in the oral use of the new language (McLaughlin, 1984). A second variable that influences the outcome of the

acquisition of the second language is the degree of first language proficiency at the time the second language is introduced. The more developed children's conceptual foundations are in the first language, the more likely they are to achieve higher levels of linguistic competence in the second language (Cummins, 1991). Motivation and learning styles (hands-on versus observation) also contribute to the progress of the second language learner, although the research in this area is inconclusive (August & Hakuta, 1997; Spolsky, 1989).

In addition to learner variables, the context in which the second language is learned can also contribute to or hinder the second language acquisition process. Factors associated with learning environments include the degree of opportunity for practicing the newly acquired skills in the second language. More opportunities to use the second language in a variety of contexts increase the likelihood for generalization of new skills in the new language. In addition, the techniques used in the teaching of the new language can also impede or facilitate the process (see Scarcella, 1990, pp. 114-129, for a discussion of learning style and its influence on language teaching techniques). The following section will briefly discuss the learner variable of disability and how it can affect the second language acquisition process.

Disability and Second Language Acquisition

If any physiological or cognitive disability exists that limits performance in the first language (i.e. speech, language or hearing impairment) the same limitations will apply in the acquisition of and performance in the second language (Kessler, 1984). Knowledge of each disability and how it affects the learning process in the first language must be integrated into our thinking regarding the second language acquisition process for learners with identified disabilities.

More opportunities to use the second language in a variety of contexts increase the likelihood for generalization of new skills in the new language.

Landurand and Cloud (1991) identified general characteristics of disabilities that affect the acquisition of a second language. For example, children with sensorial deficits (e.g., hearing impairment) will be affected in their ability to obtain the required, undistorted input for both first and second language acquisition. Students with limited cognitive abilities will find it challenging to construct and retain new knowledge, thus slowing the transfer of skills to the new language (e.g. math, reading). Children with behavior disorders may find it hard to engage in second language acquisition activities or function effectively in second language environments long enough to get

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sufficient input. Neurological or motor disorders involving the speech mechanism can affect the production of the target language.

The belief that linguistically diverse students who are academically at risk should be exposed to as much English as possible is not validated in the research.

How the second language acquisition process is affected by a student with more severe disabilities who is also limited in English is usually less difficult to diagnose. Holtzman & Wilkinson (1991) state, "When a mild 'handicap' is suspected, the differentiation between an intrinsic 'handicapping' condition versus a cultural/language difference as the causal factor for school problems [or second language development] becomes more difficult to determine" (p. 248). It makes it especially difficult to identify when the behaviors displayed by children learning a second language at times are similar to those displayed by culturally and linguistically diverse students with communication and learning disabilities (see Ortiz & Maldonado, 1986). For example, distractibility is a characteristic often associated with learning disabilities, but children learning a second language may also "tune out" when input is incomprehensible.

Students with disabilities can learn two languages as long as the languages are embedded in a meaningful communicative context with special considerations made based on the disability.

Some educators erroneously believe that placing the child in an environment where only English is spoken is the best way to ensure fast acquisition of the second language. The belief that linguistically diverse students who are academically at risk should be exposed to as much English as possible is not validated in the research (Baca & Cervantes, 1998; Cummins, 1983, 1984). Fast acquisition of the second language may happen for some of the students, but for others, the process may take longer and may be socially and academically unfavorable for the learner. These students can learn two languages as long as the languages are embedded in a meaningful communicative context with special considerations made based on the disability (Baca & Cervantes, 1998; Hamayan & Damico, 1991). Even in the absence of a disability, the process of acquiring a new language has its challenges. Educators are increasingly focusing on improving language-teaching techniques. The field has moved from a static presentation of a new language based on grammatical rules and vocabulary to a more interactive, conversational approach (Faltis, 1997). There is a need for second language learners to be supported in all stages of acquiring a second language and learning the new communication patterns of the new culture.

Communication Support for Second Language Learners With or Without Disabilities in the Preschool Classroom

How can educators offer communication support to children who are entering a non-native language environment? As emphasized earlier, the best setting for children who are PEP is one where the native language is used and valued — not only for communicative purposes but to continue to build upon the foundation for learning that has already been established in their home language. Activities that are carefully selected to overlap the linguistic and cultural patterns of the child's home will yield great gains in language development and early literacy (Garcia, 1998). When the first language is not available for instruction, schools can provide support in a variety of ways to encourage the continued development of the second language and to facilitate acquisition of the first language (see Valdivia, 1999 for a discussion of special programs and related services for PEP preschoolers). The following suggestions can also benefit the LEP child with a diagnosed cognitive disability. Students can be paired with other speakers of the home language for periods of time during the school day to allow for the continued development of the native language. Family coordinators, teaching assistants, and parent volunteers who share the language and cultural background of the child can not only contribute to curriculum goals but also facilitate communication between the home and school. Because native language programs for PEP preschoolers are limited, it is imperative that preschool teachers receive ESL training and be given guidelines on how to best communicate with PEP children and their families.

In order for meaningful communication to occur throughout the day for PEP students, attention must given to the organization of the classroom to assist the second language learner. Classrooms need to have areas where PEP children can interact with small groups and have access to the teacher. According to Faltis (1997), teachers need to provide settings where students have opportunities for social interaction on a variety of topics with their teacher and their peers. Interestingly enough, the preschool classroom is a more favorable setting for the acquisition of a second language than more traditional classrooms. The preschool classroom allows for teacher-led,

Setting up the classroom to allow for these three major social contexts that support language and content learning will address the variety of learning styles present in a classroom and facilitate the emergence of the second language.

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whole-class teaching (e.g., circle time) as well as teacher-led, small-group teaching. Students are also given opportunities for teacher-delegated small-group work in which students work together on their own. Setting up the classroom to allow for these three major social contexts that support language and content learning will address the variety of learning styles present in a classroom and facilitate the emergence of the second language (Faltis, 1997).

There are myriad ways that teachers can reach out to non-English-dominant children in their classrooms to prevent denial or suppression of the first language and native culture.

PEP children will appear to be "loners" for a time as they enter the nonverbal period and begin to acquire receptive knowledge of the new language. Igoa (1995), a teacher of immigrant children, presents vivid documentation of the deep emotions experienced by children in the "silent stage." She found that children, regardless of what country or culture they came from, experienced culture shock, fear, frustration, depression, and deep sadness as a result of "uprooting" from their home language and culture. The stories in this book will truly bring teachers to an understanding that the "strategies" or "activities" that are designed to facilitate a second language are not the most important task for teachers of PEP children. Genuinely tuning into the unique experiences (many times painful) of children from non-English-speaking backgrounds and striving to bring out their individuality are critical to supporting the PEP child. These attitudes will enhance any activities or communication between the teacher and the PEP child.

Igoa (1995) found that during the silent period, children were developing some very strong listening skills. As she stated, "They become insightful observers of their own human condition and of life around them" (p. 38). Interestingly enough, it is at the silent stage that children can both deny and suppress their ties to their cultural and language group or allow them to flourish. There are myriad ways that teachers can reach out to non-English-dominant children in their classrooms to prevent denial or suppression of the first language and native culture.

One example is for teachers to ask the parents of PEP children for important words in the native language. Hearing the home language in the classroom will give the child a sense of connection with the teacher and will communicate to the child the teacher's genuine appreciation of his or her culture and the teacher's desire to get to know him. However, teachers should be careful to use the first language of their students in socially appropriate ways. Because teachers' knowledge of the student's native language may be limited, teachers need to be careful to provide rich language models in the non-native language for their students. This is especially important at the preschool level, where language is developing rapidly.

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Second, the teachers may want to give the child some time when no verbal output is required. This low-demand situation will give the child needed time to begin to adjust to the new culture and language of the classroom. It is true that preschoolers in general who are not familiar with school settings need time to adjust. However, the challenge of a new language and culture can be extra stressful for the non-English-speaking preschooler (Barrera, 1993). In work with bilingual preschool classrooms, this writer has observed teachers that are frustrated at the length of time some PEP children take to initiate dialogue or play with English-dominant children over the course of the school year.

For example, one child had an IEP goal of greeting everyone he saw with "hello" in English. This child was adjusting to the new culture and language of the classroom. He appeared to prefer the quiet areas of the room and spoke with one or two children at a time. He shied away from bringing any attention to himself. It appeared that this child was not using a "social strategy" as identified by Wong-Fillmore that would help him in the acquisition of the second language.

Wong-Fillmore found that learners who used specific cognitive and social strategies were much better language learners than other children who didn't employ these techniques (Wong-Fillmore as cited in Tabors, 1997). Hence, children who employed these strategies made greater gains than did other children who were in a setting not particularly sensitive to their second language learning needs. One of the strategies identified by Wong-Fillmore was a social strategy where the child joins a group and acts as if she understands what's going on. This strategy was found to be very important in the process of acquiring a second language. The child who places himself in situations where the nonnative language is being used exposes himself to language models. It is indicative of a child who is ready to join the social network of the classroom.

The teachers may want to give the child some time when no verbal output is required.

Each child is different and every second language learner is different. Teachers have to be keen observers of their second language learning students and be aware of how the children's stage of second language development affects their level of interactions and behavior.

Along with being in tune with the struggles associated with the silent period and not rushing verbal output, teachers should have a "safe haven" in the classroom where second language children can go to have a time-out from the cultural and linguistic demands of the classroom. Manipulatives set out on a table, a puzzle corner or quiet house area can help PEP children have some time away from the

Teachers should have a "safe haven" in the classroom where second language children can go to have a time-out from the cultural and linguistic demands of the classroom.

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communicatively demanding environment of the English language classroom and their English-speaking peers (Tabors, 1997).

It is important that the child not be left alone for long periods of time or left to initiate contact on his own. Ioga (1995) creatively used book making to help children through the challenging time of adjusting to a new language and culture.

It is also recommended that teachers implement ESL techniques by pairing up their verbal output with gestures, an action, and/or a directed gaze. According to Tabors (1997), "...[it] adds another dimension that helps the child tune in to exactly what is being talked about, making it easier to get the message" (p. 101).

Teachers are also encouraged to implement the following communication strategies with their potentially English proficient students:

- Demonstrate welcoming behaviors (warm smiles, greetings, etc.)
- Respond to child's attempts at communication (nonverbal and verbal attempts) even if he is unintelligible.
- Repeat utterances directed at the child without exaggeration of tone or volume.
- Design conversations around highly contextualized topics (the "here and now").
- Expand and extend the child's utterances (i.e. during play) being sensitive to the child's receptive and expressive capabilities in the non-native language.
- Sensitively encourage the child to move from nonverbal communication to verbal attempts at communication (i.e., allowing one-word answers).
- Revise utterances until understood by child.
- Model being a language learner. You will gain an appreciation for the language learning labor of the PEP student.
- Have a set routine that PEP children can follow. Children are more likely to participate verbally and physically if they can anticipate what is to come based on the teacher's previous actions (Tabors & Snow, 1994).

This list focuses on strategies teachers can use to begin to *communicate* with the preschool child learning a second language. There are many other areas that can benefit from special attention to accommodate the preschooler acquiring a second language, such as modifying the curriculum, organizing the classroom to facilitate peer interaction, and selecting relevant materials (Valdivia, 1999). However, the child will not benefit as much from the above modifications if the teacher does not first learn how to establish meaningful communication with the young second language learner.

Conclusion

The National Association for the Education of Young Children (1996) issued a position statement entitled, "Responding to Cultural and Linguistic Diversity: Recommendations for Effective Early Childhood Education." The organization strongly advocates for the rights of children of diverse cultural and linguistic backgrounds not only to learn in their native language, but to be celebrated as having unique gifts and abilities embedded in their unique culture. It specifically addresses issues pertaining to second language learners in early childhood settings, such as the importance of supporting native language development, providing comprehensible input, understanding the effects of language loss, and involving parents of diverse cultural and linguistic backgrounds. Although it was addressing the cultural and linguistic aspects of the child without special needs, it is beneficial for early childhood special educators to follow the guidelines provided in the position paper.

This paper does not propose to have covered the multiplicity of issues that affect the potentially English proficient child with special needs. Educators are encouraged to continue to seek additional information and to apply it to their personal educational environments. The information in the field of early childhood bilingualism, as well as bilingualism accompanied by a disability, continues to grow. Practitioners and researchers are striving to bring to the classroom effective techniques to maximize the students' performance. Collaboration among professionals and families is of crucial importance at this level. All members of the team have to be deeply committed to making a difference in the lives of culturally and linguistically diverse exceptional learners and their families as team members break new ground in this area.

The National Association for the Education of Young Children strongly advocates for the rights of children of diverse cultural and linguistic backgrounds not only to learn in their native language, but to be celebrated as having unique gifts and abilities embedded in their unique culture.

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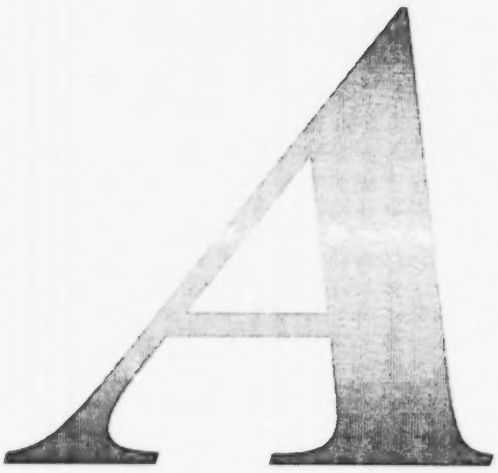

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Summary

Barrera (1993) discusses issues related to intervention for children with disabilities who are from culturally and linguistically diverse families (CLDF). Barrera presents a review of the intervention concerns regarding multicultural bilingual special education. The concerns include the following: (a) the lack of attention to the acculturation process of an individual child from CLDF; (b) a discontinuity of values, rules, roles, and language between home and intervention environment; (c) the use of unfamiliar procedures and materials that may lead a child to be unable to respond as expected; and (d) inappropriate language usage in intervention. Furthermore, Barrera states that these four concerns should be considered with variables related to a sociocultural context that may influence an individual child's needs and development. The variables consist of the child's level of acculturation, characteristics of home and community environments, the child's preferred learning and interactive behaviors, the child's and family's linguistic and sociocultural experiences and resources, the child's language history and usage patterns, and the child's linguistic and metalinguistic proficiency.

Incorporating the considerations discussed above, Barrera (1993) describes four intervention approaches. The first intervention option is a full bilingual approach that uses both English and the non-English language as a mode of instruction for children with little or no proficiency in English. A dominant language bilingual approach is the second intervention strategy, that uses one language predominantly. Barrera suggests that this approach may be appropriate for children who have moderate proficiency in English but are still limited in that language. The third intervention approach is a modified single language instruction that primarily applies English for all aspects of instruction but uses the non-English language for classification and reinforcement. The final approach is multicultural monolingual instruction for children who are culturally diverse but have little exposure to non-English languages. In order to meet an individual child's needs, Barrera suggests that no single approach be implemented.

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Summary

McLaughlin (1992) discusses five common myths regarding children's learning English as a second language to clarify a number of significant issues in the area of second language learning. The five myths are: (a) children learn second languages quickly and easily; (b) the younger the child, the more skilled in acquiring a second language; (c) the more time the students spend in a second language context, the quicker they learn the language; (d) children have acquired a second language once they can speak it; and (e) all children learn a second language in the same way. Through the discussion of each myth, McLaughlin presents empirical studies to argue against these misconceptions about second language learning in children.

In addition, McLaughlin (1992) presents implications and suggestions for teachers. She suggests that teachers be sensitive to children's different styles according to their diverse cultures and personalities. Also, teachers should provide the support of the children's first language for children's emotional well-being, consistency between home and school setting, and subject matter acquisition.

Wong-Filmore, L. (1991). When learning a second language means losing the first. Early Childhood Research Quarterly, 6, 323-346.

Summary

Wong-Filmore (1991) studied issues related to learning English as a second language by children from culturally and linguistically diverse families (CLDF) in the U.S. For her study, Wong-Filmore interviewed 1100 language-minority families across the country with an interview form translated into various languages such as Spanish, Korean, Japanese, Chinese, Khmer, and Vietnamese. From the results of the nationwide interview, Wong-Filmore found that many children learning English as a second language showed a loss of their primary language. In addition, many CLDF were concerned that their children's home language loss resulted in fewer chances of communication and more frequent misunderstandings between children and their parents with limited English proficiency.

From the discussion of the findings, Wong-Filmore (1991) criticizes the social context of the U.S. that does not value linguistic and cultural diversity and stresses English as the only means to success in school and society. She also argues that losing a home language impacts children's social, emotional, cognitive, and educational development and leads to fewer communications and frequent misunderstandings with their parents with limited English proficiency. These factors influence parent-child relationships. In order to help the development of children from CLDF and parent-child relationships, Wong-Filmore suggests that children learn English after their primary language is fully developed, so that children do not experience arrested development of and loss of their home language. Additionally, parents and teachers should collaborate together to help children cope with the difference between school and their homes. Finally, teachers should tell parents about the possible consequences when children speak only English at home.

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Schiff-Myers, N. B. (1992). Considering arrested language development and language loss in the assessment of second language learners. Language, Speech, and Hearing Services in Schools, 23, 28-33.

Summary

Schiff-Myers (1992) discusses issues related to the assessment of children who speak English as a second language. She presents the distinction of three different types of childhood bilinguality: (a) infant bilinguality in which both languages are spoken, (b) preschool children and early childhood bilinguality, and (c) bilinguality in school-age children and adolescents. From the review of studies related to the three types of childhood bilinguality, Schiff-Myers states that some bilingual children who start to learn a second language after their first language is fully developed may experience arrested development or loss of their first language. She contends that the devaluation of languages other than English in the U.S. is one of the significant factors for a language loss.

In addition, Schiff-Myers (1992) discusses the assessment of children's first language, in particular children who speak Spanish as their first language. She argues that although many standardized assessment instruments are available in Spanish, most of them have been normed on children who speak only English. In order to overcome this problem, she suggests using informal methods (e.g., language sampling) to complement test results, as the American Speech-Language-Hearing Association (ASHA) recommends. Also, because there are a great many cultural and language differences (e.g., dialects) in the Hispanic communities, Schiff-Myers suggests that professionals who conduct informal and formal assessment be fluent in Spanish and knowledgeable about the cultural diversity.

Tabors, P. O. & Snow, C. E. (1994). English as a second language in preschool programs. In Fred Genesee (Ed.), Educating second language children: The whole child, the whole curriculum, the whole community (pp. 103-125). Cambridge: Cambridge University Press.

Summary

Tabors and Snow (1994) present an overview of children's learning English as a second language in preschool programs. In order to help readers understand the language development of young children, Tabors and Snow describe two types of second language development: (a) simultaneous acquisition of two languages, and (b) sequential acquisition of the second language. In addition, they provide detailed descriptions of second language development in preschool settings, including a developmental sequence that usually children with a limited English proficiency follow when they enter English-speaking preschools. According to the authors, the developmental sequence consists of home language use, the nonverbal period, telegraphic and formulaic speech, and productive language use. However, Tabors and Snow note that the developmental sequence is general, and individual differences in preschool children's second language acquisition have been observed.

Furthermore, Tabors and Snow (1994) describe three different approaches to establishing preschool classrooms as second language learning environments: (a) social support in a nursery environment, (b) social engineering in a demonstration school classroom, and (c) curricular planning for language facilitation in a language acquisition preschool. For each approach, they provide case studies that were successful in facilitating children's second language learning in preschool settings. From the discussion of the three approaches, Tabors and Snow suggest that teachers provide the following: (a) a routine and consistent organizational structure, (b) a language-rich environment, and (c) discussion with or training of English-speaking children to create second language environments.

BEST COPY AVAILABLE

Observing Preschoolers: Assessing First and Second Language Development

[Video]

The Santa Cruz County Office of Education

Summary

This videotape focuses on using assessment to improve the curriculum for children in child development preschool programs, especially those children diverse in culture and language. Unlike standardized testing, the California early language development assessment process (CLDAP) documents the child's growth and development over time. Using the assessment process featured, the teacher knows where and when to help the child. Although the development of oral language is emphasized, the process described is designed to be able to be applied in other curriculum areas. Information is provided on making an assessment plan, collecting information, creating a portfolio, meeting with family and staff, and modifying the curriculum.

Bibliographic Information

The Santa Cruz County Office of Education. Observing Preschoolers: Assessing First and Second Language Development [Video] (1998). Child Development Division, California Department of Education: Sacramento, CA. Language: English

Availability

May be ordered from:
Child Development Division, California Department of Education • Publications Division • Sales Office • P.O. Box 271 • Sacramento, CA 95812
(800) 995-4099 *phone* • (916) 323-0823 *fax*

Producer Information

Intended User Audience: These materials were developed primarily for childcare providers in the field of early childhood education. The training manual is designed for university and college-based faculty and instructors for use in training pre- and inservice level childcare providers. Beginners and individuals with an advanced level of experience will find these materials useful. These materials were developed for a universal population for whom English is the first language or who are proficient in English. These materials may be used in a variety of settings including inservice training and college settings. These materials were developed primarily for use in the state of California. However, these materials may be useful throughout the United States and its territories.

Producer Information (cont.)

Product Development: The Santa Cruz County Office of Education developed these materials for the Child Development Division of the California Department of Education. Development of these materials was funded under the Federal Child Care and Development Block Grant through the Child Development Division of the California Department of Education. Family members, service delivery personnel, faculty/trainers, and administrators from the fields of early childhood education and early intervention participated in the development of these materials as members of the review panel and the advisory board. In general, participants were representative of the ethnic composition of California.

Product Evaluation: The developers evaluated and field-tested these materials in California. Family members, service delivery personnel, faculty/trainers, and administrators from early childhood education, migrant education programs, and Head Start participated in the evaluation of this material. In general, participants were representative of the ethnic composition of California. Results of the evaluation are available from the developers upon request.

Product Dissemination: As of 1998, over 2,000 copies of the materials have been distributed in the state of California.

RESOURCES | VIDEOS

Project CRAFT: Culturally Responsive and Family Focused Training

[Video and Guide]

Deborah Chen
Linda Brekken
Sam Chan
Gina Guarneri

Summary

This 64-minute videotape recording was developed to train service providers working with young children with disabilities and families from diverse cultural backgrounds. Through the use of interviews with people from different cultural backgrounds, a series of program discussion starters are provided. The primary purposes of the video are to expose service providers to the experiences of people from diverse cultures in order to gain a better understanding of different perspectives and to identify strategies that will assist service providers in meeting the unique needs of children and families from diverse backgrounds.

Bibliographic Information

Deborah Chen, Linda Brekken, Sam Chan, Gina Guarneri. Project CRAFT: Culturally Responsive and Family Focused Training [Video and Guide] (1997). Paul H. Brookes Publishing Co.: Baltimore, MD. (28 pages). Language: English

Availability

May be ordered from:
Paul H. Brookes Publishing Co. • P.O. Box 10624 • Baltimore, MD 21285
(800) 638-3775 *phone* • (410) 337-8539 *fax*

Producer Information

Intended User Audience: The CRAFT Project utilizes a "Trainer of Trainers" model. Therefore, the facilitator's guide assumes an advanced level of experience. The model uses a team approach to facilitate inservice trainings on the development of increasing cultural competence with professionals from diverse educational backgrounds. The training is intended to be used with professionals who have some experience working with cultures different than their own, as the training builds on these personal experiences. The training may also be utilized at a preservice level after students accumulate some field-based experiences. This manual was intended for use with a universal population of professionals around the country for whom English is a first language or who are proficient in English.

Producer Information (cont.)

Product Development: Distribution of the manual to professionals is provided through Brookes Publishing. Project CRAFT has been presented at conferences in California and at the Division of Early Childhood Annual Meeting. Although developed in California, the material was developed for professional use throughout the country. The material was developed by faculty members at California State University, Sonoma State University, California School of Professional Psychology, and by a member of the Sacramento County Office of Education under funding from the U.S. Department of Education for Personnel Preparation.

Product Evaluation: This video was field tested and evaluated. The core instructor team did the initial editing. This team was composed of individuals of African American, Asian American, European American, and Hispanic (Mexican American and Costa Rican) backgrounds. An advisory committee with members from diverse cultural and linguistic backgrounds also provided feedback and suggestions on the videotape. This committee included early childhood special education administrators, service providers, psychologists, a nurse, family members, faculty and other instructors. The video was piloted by 10 teams when they provided inservices throughout California. The developers also field-tested the video through presentations at conferences. The final product represents the revisions derived from suggestions over a one-year period.

Product Dissemination: As of November 1997, over 300 copies had been distributed. Orders came from around the country.

Alike and Different: Exploring our Humanity with Young Children

Bonnie Neugebauer (Ed.)

Summary

This book contains articles that address the educational needs of young children from linguistically and culturally diverse backgrounds or with special needs. Articles included in the book are the following: (a) "'It Isn't Fair!' Anti-bias Curriculum for Young Children" (Louise Derman-Sparks); (b) "Talking About Differences Children Notice" (Elizabeth Crary); (c) "Where Do We Begin? Bringing the World Into Your Classroom" (Bonnie Neugebauer); (d) "Obstacle Courses Are for Every Body" (Carol Stock Kranowitz); (e) "Helping Whole Children Grow: Nonsexist Childrearing for Infants and Toddlers" (Judith Leipzig); (f) "Lost in a Distant Land: the Foreign Child's Dilemma in Child Care" (Athol B. Packer and others); (g) "Guidelines for Helping Non English-Speaking Children Adjust and Communicate" (Karen Miller); (h) "Recognizing Giftedness in Early Childhood Settings" (Donna Garnett Chitwood); (i) "Exploring Diversity Through the Arts" (Candace Change); (j) "Honoring Diversity: Problems and Possibilities for Staff and Organization" (Margie Carter); (k) "Are You a Dad and a Teacher? Fathering: A Year-Long Curriculum" (Cory Gann and Sharon Stine); (l) "Tossed Salad Is Terrific: Values of Multicultural Programs for Children and Families" (Janet Brown McCracken); (m) "Building Positive Images: Interracial Children and Their Families" (Francis Ward); (n) "Parenting a Child With Special Needs" (Meg Robinson); (o) "The Impact of Current Changes in Social Structure on Early Childhood Education Programs" (Gail Raymond and Dean K. McIntosh); (p) "Children are Caught-Between Home and School, Culture, and School" (Betsy West); (q) "Diversity and Conflict: The Whole World Will Never Sing in Perfect Harmony" (Jim Greenman); (r) "Meeting the Needs of All Children: An Indian Perspective" (Harold GossMan); (s) "All Children Are Special" (Jan Cole Krick); (t) "What Are We Really Saying to Children? Criteria for the Selection of Books and Materials" (Bonnie Neugebauer); and (u) "Reflecting Diversity: Books to Read with Young Children" (Bonnie Neugebauer). Resources for adults on diversity are provided.

Bibliographic Information

Bonnie Neugebauer (Ed.). Alike and Different: Exploring our Humanity with Young Children (1994). National Association for the Education of Young Children: Washington, D.C. (186 pages). Language: English and Japanese

Availability

May be ordered from:
National Association for the Education of Young Children • 1509 16th Street, NW • Washington, D.C., DC 20036 • (800) 424-2460 *phone*

Producer Information

Intended User Audience: This book is written for service delivery personnel, administrators, pre-service students, faculty/trainers, and paraprofessionals at all levels of experience in early childhood education. The material is intended to provide information and to stimulate thinking of early childhood educators across cultural groups. Those professionals working in child care centers, in training sessions, in after school programs, or in early primary classrooms can use the book. Some material is specific to the United States, but much of the material is relevant to other nations. The book is available in English and Japanese.

Product Development: The book was developed by administrators, parent/family members, faculty/trainers, and service delivery personnel who advise and write for the author's magazine, Child Care Information Exchange. European American middle class English-speaking professionals who live and work with people from diverse cultures and backgrounds wrote most of the material. In developing the material advisors informed each writer.

Product Evaluation: The evaluation is derived from the responses of thousands of educators who have read the book; however, demographics are not available. The magazine advisors and staff also evaluated the book.

Product Dissemination: Approximately 20,000 books have been disseminated through the U.S., Canada, and Japan.

A Place to Begin: Working with Parents on Issues of Diversity

Dora Pulido-Tobiassen
Janet Gonzalez-Mena

Summary

This book is intended for teachers giving suggestions to parents about how to handle various situations related to children's development. For example, there are suggestions for what parents can do when their child has been affected in some way by prejudice and racism. It provides guidance as to how parents can support children in becoming bilingual and growing up with a positive sense of self. The book contains five chapters, as well as a bibliography and a resource list. Chapter One is entitled "Differences in Child Rearing: Understanding Cultural Differences and Working with Parents Toward the Best Choices for Their Children." Chapter Two is entitled "The Power of Racism in the World That Children are Growing Up In." This chapter is about partnering with parents to help children stand up against racism. Chapter Three is entitled "Supporting Healthy Identity Development: Celebrating the Uniqueness." Chapter Four is entitled "Language and Bilingualism: Fostering Children who are Bilingual." Chapter Five, the final chapter, is entitled "The Powerful Role of Child Care: An Exciting Opportunity, A Huge Responsibility."

Bibliographic Information

Dora Pulido-Tobiassen, Janet Gonzalez-Mena. A Place to Begin: Working with Parents on Issues of Diversity (1999). California Tomorrow: Oakland, CA. (128 pages). Language: English

Availability

May be ordered from:
California Tomorrow • 436 14th Street, Suite 820 • Oakland, CA 94612
(510) 496-0220 *phone* • (510) 496-0225 *fax*

Producer Information

Intended User Audience: The intended user audience is parents/family members, service providers, and administrators in early childhood education, as well as the health and social service fields. This material can be used both as an introductory text and as a text for more advanced levels. It is intended for individuals from all cultural and linguistic groups.

Producer Information (cont.)

Product Development: Two trainers in early childhood education developed this material. Both authors are from bicultural families. One is bilingual in Spanish and English (Pulido-Tobiassen). Outside consultants participated in translating the accompanying handouts into Chinese, Vietnamese, and Spanish.

Product Evaluation: At the present time, informal evaluation has been collected on both the design and content of this material. In terms of design, trainees find it easy to read and "accessible." In terms of content, feedback has been positive. Trainees have represented a variety of cultural and linguistic groups (e.g., Asian, Latino).

Product Dissemination: At the present time, this material has only been disseminated through local training efforts, primarily in the state of California and national conferences. One-hundred-seventy copies have been disseminated as of Nov 9, 1999.

RESOURCES | PUBLICATIONS

Assessing and Fostering the Development of a First and a Second Language in Early Childhood: Training Manual

Dale Zevin

Summary

This training manual on assessing and fostering the development of a first and a second language in early childhood is designed to provide quality training for early childhood educators of limited-English-proficient (LEP) children. It provides information on current thinking about first and second language acquisition, assessment of children's language development, and developmentally appropriate teaching practices to support oral language development. The manual is organized into the following eight modules: (a) oral language development, (b) evaluating and assessing oral language development, (c) authentic assessment and the first three steps of the California Early Language Development Assessment Process (CELDAP) (make a plan, collect information, and create a portfolio), (d) CELDAP steps 4-6 (write a narrative statement, meet with family and staff, and modify the curriculum), (e) prior experiences with language assessment, (f) principles and practices of assessment management, (g) the change process, and (h) training and peer coaching. Each module includes a section on advance planning that lists the activities that will take place and the training items needed. Appendices include overhead transparency masters, handout masters, and evaluation form masters.

Bibliographic Information

Dale Zevin. Assessing and Fostering the Development of a First and a Second Language in Early Childhood: Training Manual (1998). California Department of Education: Sacramento, CA. (146 pages). Language: English

Availability

May be ordered from:
California Department of Education • Publications Division • Sales Office •
P.O. Box 271 • Sacramento, CA 95812 • (800) 995-4099 *phone* • (916) 323-0823 *fax*

Producer Information

Intended User Audience: These materials were developed primarily for childcare providers in the field of early childhood education. The training manual is designed for university and college-based faculty and instructors for use in training pre- and inservice level childcare providers. Beginners and individuals with advanced level of experience will find these materials useful. These materials were developed for a

Producer Information (cont.)

universal population for whom English is the first language or who are proficient in English. These materials may be used in a variety of settings including inservice training and college settings. These materials were developed primarily for use in the state of California. However, these materials may be useful throughout the United States and its territories.

Product Development: The Santa Cruz County Office of Education developed these materials for the Child Development Division of the California Department of Education. Development of these materials was funded under the Federal Child Care and Development Block Grant through the Child Development Division of the California Department of Education. Family members, service delivery personnel, faculty/trainers, and administrators from the fields of early childhood education and early intervention participated in the development of these materials as members of the review panel and the advisory board. In general, participants were representative of the ethnic composition of California.

Product Evaluation: The developers evaluated and field-tested these materials in California. Family members, service delivery personnel, faculty/trainers, and administrators from early childhood education, migrant education programs, and Head Start participated in the evaluation of this material. In general, participants were representative of the ethnic composition of California. Results of these materials' evaluation are available from the developers upon request.

Product Dissemination: As of 1998, over 2,000 copies of the materials have been distributed in the state of California.

Assessing the Development of a First and Second Language in Early Childhood: Resource Guide

Barry McLaughlin

Summary

This resource guide focuses on assessment and its relationship to curriculum development, specifically its relevance to children from culturally and linguistically diverse backgrounds who are enrolled in child development programs. An introduction discusses current thinking about assessment, assessing the bilingual child's language abilities, and guidelines for appropriate assessment. The guidelines include the following: (a) assessment must be developmentally and culturally appropriate for the child; (b) the child's bilingual background must be considered in any assessment of oral language proficiency; (c) assessment of the child's performance must be primary to allow the child to demonstrate abilities in his or her unique ways; and (d) assessment must take into account both of the child's languages. Subsequent chapters describe the six steps involved in the California Early Language Development Assessment Process: make a plan, collect information, create a portfolio, write a narrative statement based on the child's strengths and needs, meet with family and staff, and modify the curriculum so that the language development of the child or groups of children can be fostered. A list of recommended resources for curriculum materials, working with parents, agencies and policy institutes, and associations is included. (Contains 38 references.)

Bibliographic Information

Barry McLaughlin. Assessing the Development of a First and Second Language in Early Childhood: Resource Guide (1998). California Department of Education: Sacramento, CA. Language: English

Availability

May be ordered from:
California Department of Education • Publications Division • Sales Office •
P.O. Box 271 • Sacramento, CA 95812 • (800) 995-4099 *phone* • (916) 323-0823 *fax*

Producer Information

Intended User Audience: These materials were developed primarily for childcare providers in the field of early childhood education. The training manual is designed for university and college-based faculty and instructors for use in training pre- and inservice level childcare providers. Beginners and individuals with an advanced level of experience will find these materials useful. These materials were developed for a

Producer Information (cont.)

universal population for whom English is the first language or who are proficient in English. These materials may be used in a variety of settings including inservice training and college settings. These materials were developed primarily for use in the state of California. However, they may be useful throughout the United States and its territories.

Product Development: The Santa Cruz County Office of Education developed these materials for the Child Development Division of the California Department of Education. Development of these materials was funded under the Federal Child Care and Development Block Grant through the Child Development Division of the California Department of Education. Family members, service delivery personnel, faculty/trainers, and administrators from the fields of early childhood education and early intervention participated in the development of these materials as members of the review panel and the advisory board. In general, participants were representative of the ethnic composition of California.

Product Evaluation: The developers evaluated and field-tested these materials in California. Family members, service delivery personnel, faculty/trainers, and administrators from early childhood education, migrant education programs, and Head Start participated in the evaluation of this material. In general, participants were representative of the ethnic composition of California. Results of the evaluation are available from the developers upon request.

Product Dissemination: As of 1998, over 2,000 copies of the materials have been distributed in the state of California.

RESOURCES | PUBLICATIONS

Celebrating Family Literacy through Intergenerational Programming: Part III: Family Literacy in Multicultural Settings

Margaret Matthias
Beverly Gulley

Summary

Designed for administrators, educators, and people interested in children's learning, this book explores ways to reawaken parents' understanding of their role as their children's first teachers. The volume is divided into four major sections. Part 1, which provides a background and rationale for developing intergenerational programming in support of family literacy, strongly supports a new focus on educating families rather than children or adults alone, provides background information about family programming, and introduces a family literacy statute.

Part 2 describes three family literacy programs that focus on adults and children reading storybooks together, emphasizing give-and-take as the basis for intergenerational communication. Part 3 examines family literacy in multicultural settings, describing multilingual communities as treasure chests of linguistic and cultural riches, and warns that educators can either tap and nurture these riches, or preside over their rapid demise.

Part 4 addresses the practitioner who may be working alone or with a team to generate increased parent participation in children's learning, and suggests methods to encourage parent-child interaction in a literacy context. The epilogue is a reaffirmation of parenting, pointing out that the growing awareness of the family's critical contribution to children's learning underscores the need to create educational programs that are more comprehensive and holistic. Most of the chapters contain references.

Bibliographic Information

Margaret Matthias, Beverly Gulley. Celebrating Family Literacy through Intergenerational Programming: Part III: Family Literacy in Multicultural Settings (1995). Association for Childhood Education International: Olney, MD. (96 pages). Language: English

Availability

May be ordered from:
Association for Childhood Education International • 17904 Georgia Avenue, #215 • Olney, MD 17904 • (800) 423-3563 *phone*

Producer Information

Intended User Audience: This book was written for those responsible for community programs in literacy, parenting, and early childhood education. It is designed for administrators, adult educators, preschool teachers, teachers of primary-age children, and anyone interested in children's learning. It is also a resource for an early childhood education curriculum. Educators now recognize families' rich contributions to their children's learning and know the importance of a family and community partnership, if they are to develop the most supportive of all environments for children's learning.

Product Development: The book is comprised of articles written by a variety of educators and administrators in multicultural education, early childhood education, and teacher education. The backgrounds of the writers include Native American, African American, Asian American, and European American.

Product Evaluation: The book was reviewed by a publication committee of the Association for Childhood Education International. This committee included a wide variety of educators and teacher-trainers at all levels and from several cultural and linguistic backgrounds.

Product Dissemination: Unknown

Developing Cultural Competence in Early Childhood Assessment

Susan M. Moore
Janet Beatty

Summary

This document serves as a supplement to the Screening and Evaluation Process Guidelines developed in 1993 by the Child Find Project. The supplement provides specific recommendations on gathering background information, working with interpreters and cultural mediators, interpreting assessment information, sharing this information with families, adapting formal measures and utilizing informal measures. Tips for teams address second language acquisition and bilingualism, ethnographic interviewing, facilitating family-directed involvement in the assessment process, and other steps in a truly non-biased assessment process. A self-reflection tool is provided for practitioners to use in assessing their own cultural competence, as is a review of the literature and current practices. Available assessment tools and instruments are listed with extensive annotations. Appendices include a brief overview of the process of developing locally-normed assessment instruments and a discussion of special assessment considerations for second-language learners.

Bibliographic Information

Susan M. Moore, Janet Beatty. Developing Cultural Competence in Early Childhood Assessment (1995). Dr. Susan Moore: Boulder, CO. (79 pages). Language: English

Availability

May be ordered from:
Dr. Susan Moore • CB409 • SLHS • University of Colorado at Boulder • Boulder, CO 80309 • (303) 492-6445 *phone*

Producer Information

Intended User Audience: This manual is primarily intended for early childhood assessment team members, especially bilingual staff. Disciplines include early childhood special education/early intervention and speech pathology; it would be useful across other fields in which assessment of children from diverse backgrounds is required. Others who have requested this material include administrators and faculty. Additionally, the manual has been used in training pre-service students. Users of this manual may be at an introductory level of experience with early childhood assessment. The manual was intended for use with children with Hispanic

Producer Information (cont.)
backgrounds (Spanish speaking), but examples relevant for Asian and Native American communities are also included.

Product Development: A design group composed of Spanish-speaking parents, bilingual assessment team members, college faculty (including speech hearing science faculty, psychology), and cultural mediators developed the manual. The developers of the material had Hispanic, European, Asian American, and Native American backgrounds.

Product Evaluation: The material has not been formally field tested; however, a team of five professionals in the field reviewed the materials, and this input was taken into account for the final draft. The reviewers represented a variety of cultural backgrounds including African American and Hispanic. One reviewer had extensive experience working with Native Americans.

Product Dissemination: Approximately 500 copies of Developing Cultural Competence in Early Childhood Assessment have been disseminated, primarily in Colorado.

RESOURCES | PUBLICATIONS

Fostering the Development of a First and a Second Language in Early Childhood: Resource Guide

Barry McLaughlin

Summary

This resource guide for preschool teachers provides information on the development of a first and a second language. In addition, this information is summarized in principles that lead to specific practices and activities that preschool teachers can carry out to foster language development. Teachers are urged to adopt the following key practices to support language acquisition: provide children with a language-rich environment, provide children with opportunities to use language, encourage children to experiment with language, and show sensitivity to different cultural patterns in language use. Individual chapters in the guide focus on the following: (a) how children acquire language, (b) how children acquire two languages, (c) the bilingual child who acquires two languages at once, (d) the bilingual child who acquires a second language after a first language, (e) language mixing and language loss, and (f) the preschool teachers' role in the bilingual child's language development. Each chapter contains language activities for the classroom. An appendix includes a list of recommended resources for curriculum development, materials for working with parents, agencies and policy institutes, and a glossary of relevant terms.

Bibliographic Information

Barry McLaughlin. Fostering the Development of a First and a Second Language in Early Childhood: Resource Guide (1998). California Department of Education: Sacramento, CA. (81 pages). Language: English

Availability

May be ordered from:
California Department of Education • Publications Division • Sales Office •
P.O. Box 271 • Sacramento, CA 95812 • (800) 995-4099 *phone* • (916) 323-0823 *fax*

Producer Information

Intended User Audience: These materials were developed primarily for childcare providers in the field of early childhood education. The training manual is designed for university and college faculty and instructors for use in training pre- and inservice level childcare providers. Beginners and individuals with advanced levels of experience will find these materials useful. These materials were developed for a universal population for whom English is the first language or who are proficient in English. These materials may be used in a variety of settings including inservice

Producer Information (cont.)

training and college settings. These materials were developed primarily for use in the state of California. However, these materials may be useful throughout the United States and its territories.

Product Development: The Santa Cruz County Office of Education developed these materials for the Child Development Division of the California Department of Education. Development of these materials was funded under the Federal Child Care and Development Block Grant through the Child Development Division of the California Department of Education. Family members, service delivery personnel, faculty/trainers, and administrators from the fields of early childhood education and early intervention participated in the development of these materials, as did members of the review panel and the advisory board. In general, participants were representative of the ethnic composition of California.

Product Evaluation: The developers evaluated and field-tested these materials in California. Family members, service delivery personnel, faculty/trainers, and administrators from early childhood education, migrant education programs, and Head Start participated in the evaluation of this material. In general, participants were representative of the ethnic composition of California. Results of the evaluation are available from the developers upon request.

Product Dissemination: As of 1998, over 2,000 copies of the materials have been distributed in the state of California.

RESOURCES | PUBLICATIONS

One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language

Patton O. Tabors

Summary

This book provides information to preschool teachers and administrators in developing effective programs for young children with diverse linguistic backgrounds and second-language-learning children. Information about the importance of the cultural and linguistic backgrounds of second-language learning children, the course that second-language learning is likely to take in preschool-age children, the supportive techniques that teachers can use in their classrooms, and the role that second-language learners' families may play in linguistic and educational decisions are addressed and integrated into basic knowledge of child development.

The book is divided into two parts. The first part details the second-language-learning child's task. Four chapters address getting started in a second language, speaking a second language, and individual differences in second-language learning. Two case studies are presented to illustrate the process. The second part discusses the role that the teacher can play in helping children during the second-language-learning process. Five chapters address using communication and classroom organization to support second-language learning, using the curriculum to facilitate second-language learning, working with parents of second-language learners, assessing the development of second-language learners, and developing effective preschool programs for second-language learners.

Bibliographic Information

Patton O. Tabors. One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language (1997). Paul H. Brookes Publishing Co.: Baltimore, MD. (195 pages). Language: English

Availability

May be ordered from:
Paul H. Brookes Publishing Co. • P.O. Box 10624 • 306 Larsen Hall •
14 Appian Way • Baltimore, MD 21285 • (800) 638-3775 *phone* • (410) 337-8539 *fax*

Producer Information

Intended User Audience: This book is intended for parents and all professionals involved in early childhood education including administrators, service delivery personnel, speech pathologists, paraprofessionals, faculty trainers, social workers, psychologists, and audiologists. The user's level of professional experience can be from beginning to advanced. The material does not address specific cultural or linguistic groups.

Product Development: The framework for the book was the author's doctoral dissertation in education. The cultural background of the author is European American.

Product Evaluation: An academic committee and the publisher reviewed the book, but it has not been not field tested.

Product Dissemination: Approximately 1500 books have been disseminated worldwide.

School Readiness and Language Minority Students: Implications of the First National Education Goal

Cynthia D. Prince
Leslie A. Lawrence

Summary

The first National Education Goal states that all children in America will start school ready to learn. This report examines what it means to be ready to learn and what this goal means for language minority children. It is noted that language minority children will form an increasingly greater proportion of the school population, that they are more likely to be at risk on measures of health care and access to preschool programs, and that "ready to learn" implies knowledge of English. Progress made by the National Education Goals Panel and its advisors in defining and measuring school readiness is summarized, and suggestions are offered for how parents and teachers can help language minority children get ready for school.

Six immediate steps to address the needs of young language minority students are recommended covering the following areas: improved access to health care for poor and minority children; preschool admissions policies related to English proficiency level; increased numbers of bilingual preschool teachers; access for language minority parents to parental training and support; involvement of the language minority community on the National Education Goals Panel; and respect for the language of the home. (Contains 36 references.)

Bibliographic Information

Cynthia D. Prince, Leslie A. Lawrence. School Readiness and Language Minority Students: Implications of the First National Education Goal (1993). National Clearinghouse on Bilingual Education: Washington, DC. (16 pages). Language: English

Availability

May be ordered from:
National Clearinghouse on Bilingual Education • 2011 Eye St., NW • Suite 200 • Washington, DC 20006 • (202) 467-0867 *phone*

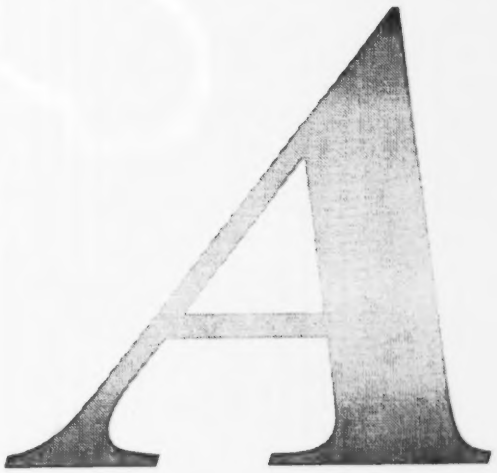
Producer Information

Intended User Audience: This material was primarily written for teachers and administrators working with language minority children. This booklet will also be useful to individuals seeking to gain a brief overview of issues related to language minority children and the implementation of the First National Education Goal.

Product Development: No information available.

Product Evaluation: None.

Product Dissemination: The number of copies sold is not available. It has been mostly disseminated at the major conferences in the United States that deal with Bilingual Education and English as a Second Language.



About C·L·A·S

About the CLAS Early Childhood Research Institute

Early Childhood Research Institute on Culturally and Linguistically Appropriate Services

University of Illinois at Urbana-Champaign
The Council for Exceptional Children
University of Wisconsin-Milwaukee
ERIC Clearinghouse on Elementary and Early Childhood Education
ERIC Clearinghouse on Disabilities and Gifted Education

Overview

The Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS) is a federally-funded collaborative effort of the University of Illinois at Urbana-Champaign, The Council for Exceptional Children, the University of Wisconsin-Milwaukee, the ERIC Clearinghouse on Elementary and Early Childhood Education, and the ERIC Clearinghouse on Disabilities and Gifted Education. The CLAS Institute is funded by the Office of Special Education Programs of the U.S. Department of Education.

The CLAS Institute identifies, evaluates, and promotes effective and appropriate early intervention practices and preschool practices that are sensitive and respectful to children and families from culturally and linguistically diverse backgrounds. CLAS has several basic assumptions which define and guide its work. CLAS goals are outlined below, as well as some of the issues and concerns important to our work. Finally, a brief overview is included about the outcomes we anticipate accomplishing by the end of this project.

Assumptions

We adhere to the following fundamental beliefs in our research, training and dissemination activities:

Assumptions About Culture and Language:

1. Individuals and families are members of multiple cultures.
2. Cultures are multi-faceted and dynamic.
3. Multilingualism is an asset.
4. A solid foundation in one's primary language contributes to acquisition of a second language.
5. Cultural competence is a process entailing lifelong learning.

ABOUT THE CLAS INSTITUTE

6. Many people have not had an equal voice, equal representation or equal access to health and education services. We recognize that institutional racism continues and will address issues of access and equity in the search, review, and dissemination of materials.
7. Beliefs and attitudes about culture and language shape outcomes; positive beliefs contribute to inclusiveness; negative beliefs undermine it.

Assumptions About the Work of the Institute:

1. Culturally and linguistically diverse practitioners and families will be involved in the work of the Institute as advisors, reviewers, and evaluators.
2. Materials will reflect the intersection of culture and language, disabilities and child development.
3. A range of strategies or approaches will be identified from which practitioners, families, and researchers can make an informed selection of practices or materials. In our dissemination of reviewed materials, we will not advise or prescribe solutions but will facilitate better questions regarding material selection.
4. Products will be "user amorous" and our evaluation will in part focus on the usability and impact of these products.

The work of the Institute is complex, challenging, and developmental in nature.

Goals

The CLAS Institute identifies, collects, reviews, catalogs, abstracts, and describes materials and practices developed for children and families from culturally and linguistically diverse backgrounds, and professionals who work with them. In the latter years of this five-year Institute, CLAS will identify gaps in existing materials and practices, prepare translations of a limited number of materials, and pilot-test a limited number of promising materials to ensure that effective early intervention practices are available to families and service providers who work with them. CLAS will:

1. Create a resource bank and catalog of validated culturally and linguistically appropriate materials, and of documented effective strategies, for early intervention and preschool services.
2. Conduct a review of materials by experts in the fields of early childhood education, early intervention/early childhood special education, and in multicultural education, considering issues not only of effectiveness but also of social, cultural, and linguistic acceptability to children and families from culturally and linguistically diverse backgrounds.
3. Evaluate and validate selected materials through field testing of the materials with culturally and linguistically diverse backgrounds.
4. Disseminate reviewed materials and practices that meet the dual criteria of (1) effectiveness and (2) cultural and linguistic appropriateness for all relevant stakeholders.

About the Author

Janet Quiñones Eatman, Ph.D. Candidate
University of Illinois • 51 Gerty Drive • 61 Children's Research Center • Champaign IL 61820

Janet is a bilingual speech and language pathologist and has been working with the Latino community for approximately ten years in urban and rural settings. Her work in the last five years has involved research in sociolinguistics, second language acquisition, effective classroom interventions with bilingual children, and cultural views of disability. She holds the Certificate of Clinical Competence from the American Speech-Language-Hearing Association, and is a Certified Trainer of Personnel in bilingual special education. Presently, she is a candidate for the doctoral degree in bilingual education from the University of Illinois. From 1997-2000 she was a graduate assistant for CLAS Early Childhood Research Institute.

For more information on the CLAS Early Childhood Research Institute ...

Contact Amy Santos or Rob Corso (Project Coordinators) or Ron Banks (Information Specialist):

Early Childhood Research Institute on
Culturally and Linguistically Appropriate Services
University of Illinois at Urbana-Champaign
61 Children's Research Center
51 Gerty Drive
Champaign, Illinois 61820-7498

1.800/583.4135 *voice/tty*
http://clas.uiuc.edu/ *web*
clas@ericps.crc.uiuc.edu *e-mail*

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- CLAS Mission
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- Cross-Cultural Conceptions of Child-Rearing
- Cultural Definitions and Issues
- View of Disability

Deaf Parents and Their Hearing Children
Family Information Gathering
Family Support Services
Helping Relationships and Service Utilization
Motor Skills Interventions
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